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From closet to classroom: addressing LGBT+ issues in EFL classroom

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**UNIVERSIDAD
DE LA RIOJA**

TRABAJO DE FIN DE ESTUDIOS

**From closet to classroom:
addressing LGBT+ issues in
EFL classroom**

MÁSTER UNIVERSITARIO EN PROFESORADO DE EDUCACIÓN SECUNDARIA
OBLIGATORIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS
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From closet to classroom: addressing LGBT+ issues in EFL classroom

ABSTRACT

The need of addressing sexual-affective diversity in the educational context has become a primary issue as the Spanish educational system does not address it naturally, which leads to perpetuation of taboos and continuance of homophobic bullying. In addition to that, teachers lack adequate education regarding sexual-affective diversity in school context from initial training and feel unprepared to work effectively with LGBT+ students. Schools do not implement any educative action lines and have encouraged the practice of heteronormativity in various ways, which leads to discrimination, marginalization and negative attitudes to LGBT+ students. Accordingly, in order to fight heteronormativity, a number of researchers have reported that LGBT+ issues and themes should not be confined to particular classes or subjects and must infiltrate every aspect of every curriculum. In this innovative project I propose a targeted intervention aimed at developing an LGBT+ inclusive classroom that will endeavour to provide a neutral and safe learning environment for every student.

Keywords: sexual-affective diversity, identity, heteronormativity, sexual orientation, curriculum, homophobia, LGBT+.

RESUMEN

La necesidad de abordar temas relacionados con la diversidad afectiva-sexual en el sistema educativo se ha convertido en una cuestión primordial; puesto que el sistema español no lo hace de manera natural y conlleva a una perpetuación de los tabúes y una continuidad del bullying homofóbico. Asimismo, los docentes carecen de una instrucción adecuada desde su formación inicial en cuanto a cuestiones relacionadas con la diversidad afectiva-sexual y se sienten poco preparados para tratar de manera eficiente con alumnos LGTB+. Las escuelas no implementan ningún tipo de línea de acción educativa y lo que

es más, estos mismos centros de enseñanza fomentan la heteronormatividad de varias maneras, lo que genera a una mayor discriminación, marginación y actitudes negativas hacia estudiantes LGTB+. Con el fin de combatir la heteronormatividad, un gran número de investigaciones han indicado que las cuestiones y los temas relacionados con el colectivo LGTB+ no deben limitarse a ciertas clases o asignaturas y es necesario que estén reflejados en todos los currículos. En este proyecto innovativo propongo una intervención educativa con el fin de ofrecer a todos los alumnos un entorno de aprendizaje neutral y seguro.

Palabras clave: diversidad afectiva-sexual, identidad, heteronormatividad, orientación sexual, homofobia, LGTB+.

LIST OF ABBREVIATIONS AND ACRONYMS

For ease of reference and synthesis I will use the following abbreviations and acronyms:

- BOE: *Boletín Oficial del Estado* (Spanish for "Official Bulletin of the State" is the official gazette of the Government of Spain).
- BOPV: *Boletín Oficial del País Vasco*.
- EFL: English as a Foreign Language.
- FELTGB: *Federación Estatal de Lesbianas, Gais, Transexuales y Bisexuales*.
- ICT: Information and Communications Technology.
- INJUVE: *Instituto Nacional de la Juventud*.
- LGBT+: Lesbian, Gay, Bisexual, Transsexual, etc.
- LOMCE: *Ley Orgánica para la Mejora de la Calidad Educativa* (Organic law for the improvement of quality of education, in Spain).

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*When someone, with the authority of a teacher, say, describes
the world and you're not in it, there is a moment of psychic
disequilibrium as if you looked in the mirror and saw nothing.*

Adrienne Rich

1. INTRODUCTION

Every school and educational institution should promote and support environments that contribute positively to students' physical, psychological and emotional development. They should be places where every student feels safe, supported and respected. However, the reality is far different, since research conducted in the field of study shows that in the school settings, teachers, who are generally unprepared to work effectively with LGBT+ students, tend to hinder the healthy development of LGBT+ youth and rob them their adolescent experiences, with less than twenty percent of LGBT+ students being able to identify someone who had been supportive to them.

In addition, in most schools, the curriculum is silent and fails to give accurate information about sexual development (Morgan, 2003), which leads to a rejection of sexual diversity and a reinforcement of the heteronormative from early stages. As a consequence, a high percentage of non-straight students are often targets of homophobia, they experience loneliness, isolation and exclusion, leading to an increased risk of self-harm, suicidal ideation, depression, stress and truancy.

I became interested in addressing LGBT+ issues in classroom settings after becoming aware of the existing necessity of making visible a social issue that nowadays is still hidden in the educational system. Even if in recent years some educational action lines have been set in, most of them, if not all, have been proposed by LGBT+ associations, when the responsibility should fall onto the educational system and its integrants.

This paper discusses the importance of teaching issues related to sexual identity in English as a Foreign Language (EFL) classrooms, highlighting lesbian, gay, bisexual and transgender (LGBT+) individuals. Though the project focuses on secondary students, much of the material can be applied to other settings with some modifications.

The overall structure of the study takes the form of five chapters, including this introductory chapter. The first one will establish the background and importance of addressing the topic in the educational context. Chapter two begins by presenting the educational intervention proposal, its general structure

and functioning. The final chapters present the expected results and changes in subjects' attitudes and the extrapolated conclusions.

In short, the present innovative project aspires to create and sustain an academic and social environment in which diversity in all its dimensions is valued, in order to move towards a greater nurturing and understanding of human diversity, given that the only way to meet the challenges and bridge the gap is by addressing issues surrounding LGBT+.

2. THEORETICAL FRAMEWORK

2.1. The importance of addressing sexual diversity in the educational context: teachers' attitudes & analysis of the school curriculum

The following section provides an overview of teachers' education and awareness regarding sexual affective diversity and their approach towards the subject in school settings. Additionally, I will tackle the issue of heteronormativity and the consequences and inequalities that entails in the school curriculum.

Penna (2012) emphasizes that future teaching staff must be trained in sexual-affective diversity so that they become aware of the existence of the LGBT+ student body and the impact of homophobic language with a view to creating and supporting an academic and social environment, since 'the classroom is not merely about course content but is also a social environment influenced and shaped by personal interactions' (Beiseitov and Banerjee, 2004: 72). In the same vein, Sanders (2013) remarks that pedagogy needs to incorporate techniques to help dispel prejudices and strengthen positive identities of LGBT+.

Despite this statements, little progress has been made, inasmuch as the Spanish educational system does not address diversity issues naturally which leads to perpetuation of taboos and continuance of homophobic bullying. In addition to that, it has been shown that from initial training, teachers lack adequate education regarding sexual-affective diversity in school context and 'they feel unprepared to work effectively with LGBT+ students' (Morgan, 2003: 28). In respect of continuous training, in recent years some courses and workshops aimed at teachers have started to address these questions, albeit most of them, if not all, have been proposed by LGBT+ associations, when the responsibility should fall onto the Ministry and Department of Education (Martxueta & Etxeberria, 2014; Díaz de Greñu & Parejo, 2013; Penna, 2012). In addition to few educational initiatives to train teaching staff in sexual-affective issues, Penna (2012) emphasizes that when dealing with this topic in the education system, a number of difficulties could arise: teachers' negative attitudes towards sexual-affective diversity, fear to possible negative

consequences derived from discussing such issues, as well as a lack of support from families and the media.

Apart from not implementing educative action lines, it has been shown that schools have encouraged the practice of heteronormativity in various ways. The term of heteronormativity refers to 'the normalizing of one sexual identity by portraying the world as *only* heterosexual avoiding any representation that might reveal the actual diversity and complexity of sexual choice' (Sanders, 2013: 1) as well as to the belief that human beings fall into two distinct sex/gender categories. Consequently, the 'dogma of heteronormativity and the absolute division between male and female are some of the key factors that produce and reproduce discrimination, marginalization and negative attitudes to LGBT+ persons' (Samelius & Wagberg, 2005: 25). As stated above, although it is reproduced most often unconsciously through everyday classroom practices, classrooms become sites for the reinforcement of heteronormative ideologies and practices that inhibit student learning.

Accordingly, in order to fight heteronormativity, a number of researchers have reported that LGBT+ issues and themes should not be confined to particular classes and must infiltrate every aspect of every curriculum; otherwise, silence reinforces the idea that homosexuality should be kept hidden. GLSEN (2012: 1) maintains that:

One way that educators can promote safer school environments is by developing lessons that avoid bias and include positive representations of LGBT+ people, history and events. For LGBT+ students, attending a school with inclusive curriculum is related to less-hostile school experiences and increased feelings of connectedness to the school community. Unfortunately, the vast majority of students do not receive an LGBT+ inclusive curriculum.

Thus, when curriculum is inclusive of LGBT+ content, it serves as a mirror for LGBT+ youth. Not only does it validate the existence of an often invisible population, but it also reinforces the value of LGBT+ people, provides all students with a window into a world they might not otherwise have access to, by raising awareness and promoting a tone of acceptance. Educators should make use of different opportunities that arise to create spaces in the curriculum and

classroom for perspectives that bend rigid heteronormative view, not only for reasons of justice but for reasons of educational development and equity.

In general, therefore, it seems that there are still intolerable inequalities in the school curriculum that contribute to the normalization and reinforcement of the heteronormativity, as well as an unconscious contribution from the teaching body that leads to the perpetuation of gender stereotypes and binary system.

2.2. How school bullying and homophobia impact LGBT+ young adults

Before introducing our educational intervention proposal I attach great importance to addressing a topic that, given its social and human consequences, has become a central issue in the educational sphere. Thus, the present section will drill down through the concept of homophobia with the aim of providing a brief overview of its causes, typology and ways in which it is expressed according to various researchers. The second part will be devoted to examining the main surveys and studies that have been conducted during the past seven years in the educational field in order to analyse the current situation and the generational change over the last years.

2.2.1. Homophobia: basic notions

According to Luthra (2004) homophobia refers to the ‘belief that LGBT+ people don’t deserve the same rights as people who aren’t LGBT+; is a fear and hatred towards homosexuals or homosexuality’ (p. 48). It is expressed in a continuous hostility that ranges from exclusion or rejection to verbal or physical abuse.

With respect to the causes, there are probably no simple grounds of homophobia. Many people grow up exposed to more or less the same beliefs about sexuality but hold quite different attitudes in their adult lives. While there is not a single thing that causes a person to be homophobic, it is possible to identify factors which correlate with homophobic beliefs. In fact, by drawing to the concept of causes, research conducted by Clift (1988: 34) showed that homophobic attitudes towards homosexuality seem to correlate with the following reasons:

- Reporting no homosexual experiences or feelings.
- Being negative about types of sexual behaviour and relationships which are neither procreative nor take place within marriage.
- Lower educational and social status. I.e. The lower a person's level of educational attainment and social class the more negative their attitudes are towards homosexuality.
- Adhering to strong religious beliefs which disapprove of sex and/or homosexuality.
- Lack of social contact with lesbian and gay people.

Regarding the typology, as noted by different authors, homophobia is a complex and broad phenomenon that can be expressed in many ways. Based on the contributions of distinct authors (Pichardo, 2009; Penna, 2012; López, 2005), I propose the following classification:

- Cognitive, affective & behavioural homophobia: cognitive homophobia refers to the negative thoughts towards sexual-affective diversity. It implies thinking that homosexuality, bisexuality, etc. are antinatural or a sin and considering that gay people should not have the same rights. Affective homophobia refers to the negative feelings, rejection and discomfort that certain individuals feel for homosexuals. Finally, the behavioural type is expressed through active rejection behaviours and exclusion. This latter type, due to its characteristics, is the most visible and detectable one.
- Liberal homophobia: is a type that cannot be detected easily, it consists in thinking that the public space should be exclusively heterosexual and the affection between same sex people should be kept in privacy.
- Internalized homophobia: although this may seem contradictory, it is defined as those feelings of rejection that homosexuals have towards themselves and the LGBT+ collective as a result of negative messages received during their socialization period stemming from their families, schools or media. This type affects the social relations of the individuals that suffer from it, causing them depression, stress and higher suicidal tendencies.

- Institutional homophobia: it refers to the many ways in which government, media, businesses, churches and other institutions and organizations discriminate people on the basis of sexual orientation. Institutional homophobia is also called heterosexism.

2.2.2. Research and studies: homophobia in the secondary educational period

In the last decade, a considerable amount of literature has been published on homophobia among students and their attitudes towards sexual-affective diversity. Although extensive research has been mainly conducted in the secondary educational period, the studies in childhood, primary, university education and with teachers as participants are less frequent.

Thereunder, this section provides a chronologically arranged overview of the results stated in researches that have been carried out in the secondary educational period. Overall, with the aim of drawing updated findings, the main focus will be on five recent Spanish studies ranging from 2011 to 2016.

The first research analysed corresponds to the one carried out by INJUVE by demands of the FELGTB. The results obtained from the survey distributed among secondary students showed that the Spanish youth, in spite of the respect that, seemingly, shows for diversity, lives together with high rates of violence related to sexual diversity. Thereby, a vast majority of students declared having witnessed physical and verbal attacks (INJUVE, 2011).

A significant difference between male and female participants was found, since male subjects showed higher homophobia levels. In the same vein, there was found that participants voting for the Spanish right wing parties, practicing Catholics, residents in small villages and participants that have not received any type of sexual diversity education showed a deeper rejection to sexual diversity.

The evidence presented in this report suggests that the Spanish educational system is not fulfilling its duty of promoting an education based on respect for diversity and a peaceful coexistence. Notwithstanding the progress achieved, the freedom to talk about one's sexual orientation or gender identity is still very limited in the educational system, since the school is still one of the main spaces for exclusion (INJUVE, 2011).

Interestingly, despite being conducted in different geographical scopes and employing several research instruments, the results obtained from the second study show little variations. The most striking result to emerge from the data is that a huge correlation between homophobic bullying and LGBT+ teenagers' suicide rates was found (Generelo, 2012). By the same token, several scientific literature articles have shown that in some cases the experiences of victimisation are so powerfully negative that young LGBT+ people are driven to self-harm and suicide, in fact 43 % of those who were interviewed indicated that they had considered committing suicide as a way of terminating their suffering and a 40 % had already planned it thoroughly. Over half (64 %) of those surveyed claimed to be victims of verbal and psychological abuse, principally, by peer male students and, shockingly, an 11 % by teachers. Together these results provide important insights into the little tolerance and acceptance towards the sexual diversity that still exists in classroom settings.

Staying on this subject, in the research conducted by López in 2013, a 41.84 % of the students thought that teachers tend to stay passive in the presence of homophobic violence situations. In the latter, it was also observed that especially male students belonging to 1st and 2nd courses revealed more prejudices towards LGBT+ people. Regarding LGBT+ students, a 14.29 % claimed having been physically attacked in the school environment.

Along the same lines, Penna & Sánchez (2015) conducted a research to measure the level of homophobia among future teachers. The single most striking observation to emerge from the data was that even if the percentage of future teachers that do not express homophobic attitudes is high, there is still one-fifth that manifests degrees of cognitive and affective homophobia. Consequently, it cannot be affirmed that the homophobia levels in the past years have decreased, since they have only suffered a modification from explicit behavioural manifestations to manifestations based in cognition, which are equally violent and unacceptable.

Notwithstanding previous results, if we consider the research conducted by Gehitu (2016), some positive tendencies are appreciated in comparison to previous studies and generations, as well as an increase, especially among male students, in the level of acceptance of LGBT+ colleagues.

The main results of the analysed and quoted research have been summarized in the table 1. In the aforementioned table the following details are specified:

- Year of publication (in the column YEAR).
- The authors of the research (in the column AUTHORS).
- The educational stage (Secondary Education: SE, Baccalaureate: B, Professional Training: PT, University Education: UE), the sample size (N) and the particular characteristics of the sample, that is to say, if the research has been conducted with students (S), future teachers (FT), LGBT+ students or individuals (LGBT+) (In the column SAMPLE).
- The conclusions drawn from the research (in the column MAIN RESULTS).

| YEAR | AUTHORS | SAMPLE | MAIN RESULTS |
|------|---|--|--|
| 2011 | INJUVE | <ul style="list-style-type: none"> • SE • S • N: 2011 | <ul style="list-style-type: none"> • A decrease in the level of homophobia among students in relation to previous generations is noted. • The presence of homophobic violence in schools is still very frequent. |
| 2012 | Jesús Generelo | <ul style="list-style-type: none"> • ----- • LGBT+ • N: 653 | <ul style="list-style-type: none"> • Schools are not safe spaces for LGBT+ students. • There is a high rate of homophobic bullying. • A high percentage of girls and a much higher percentage of boys are victims of psychological/physical violence due to their sexual orientation in the educational field. • The educational system does not give an effective response to this issue. |
| 2013 | Ekaitz López | <ul style="list-style-type: none"> • SE • S • N: 5272 | <ul style="list-style-type: none"> • Prejudices generate homophobic behaviours that are frequently accompanied by physical assaults and discrimination. • There is still a high rate of internalized homophobia among students. |
| 2015 | Melani Penna Toso & Mercedes Sánchez Sández | <ul style="list-style-type: none"> • UE • S • N: 214 | <ul style="list-style-type: none"> • 20 % of prospective teachers showed a homophobic attitude, especially at cognitive and affective levels. • It cannot be said that the homophobia levels have decreased, since they have only |

| | | | |
|------|--------|--|--|
| | | | suffered a modification from explicit behavioural manifestations to, manifestations based in cognition. |
| 2016 | GEHITU | <ul style="list-style-type: none"> • SE, B, PT • FT • N: 1065 | <ul style="list-style-type: none"> • Positive tendencies are appreciated in comparison to previous studies. • The increase, especially among boys, in the level of acceptance of LGBT+ colleagues. |

Table 1.- Summary of the results provided by research conducted and published regarding homophobia among students and their attitudes towards sexual-affective diversity.

Continuing our focus on the impact and consequences of homophobia in LGBT+ young adults, several authors assert that in addition to an increased risk of self-harm and suicidal ideation, as well as coping with the physical effects of homophobia; young lesbian and gay people often find themselves facing an erosion of their self-confidence and esteem, and are emotionally exhausted by having to wrestle with their own feelings about themselves and the problems other people have in coming to terms with their sexuality (Forrest, Biddle & Clift, 1997). It has consequently been shown that victims tend to reduce their class attendance, drop out from school, present unsatisfactory academic achievements and a poor performance (UNESCO, 2013). On top of that, several studies show that homosexuals are one of the most stressed groups of individuals and are faced with numerous stressors such as family reactions, the attitudes of society and the revelation of their homosexuality. The significant number of stressors are elements which may contribute to the suffering of young homosexuals amongst whom the incidences of consumption or abuse of substances and psychiatric disorders are higher than amongst young heterosexuals; in addition to long-term serious consequences that can last a decade and lead to anxiety and higher depressive symptoms (Muraco & Russell, 2011; Charbonnier & Graziani, 2013; Charbonnier, Dumas, Chesterman, & Graziani, 2018).

It is then concluded that, undoubtedly, homophobic bullying constitutes a threat to the universal right to education as well as an infringement of the principles exposed in the Convention on the Rights of the Child (1989: 1), the Declaration of Sexual Rights (1997: 2) and the Declaration of Montreal on LGBT+ human rights (2006: 6) where it is stated that:

[...] whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor, should be treated unfairly on any basis.

[...] children should have the right to sexual equity and equality and the right to freedom. This refers to freedom from all forms of discrimination, paying due respect to sexual diversity, regardless of sex, gender, age, race, social class, religion and sexual orientation, which excludes all forms of sexual coercion, exploitation and abuse at any time and in all situations in life. The struggle against violence is a social priority. All children should be desired and loved.

[...] government authorities in charge of education policies, including school boards should include lessons on LGBT+ human rights in the school curriculum; and take action to fight intimidation and violence against LGBT pupils and teachers.

Taken together, these results suggest that there is an urgent need to address issues related to sexual identity in classroom settings; after all, education is the only way to counteract those prejudices that lead to verbal, psychological, physical attacks and victimize LGBT+ students causing them so much suffering. Thus, this information and results will be used to create the following targeted intervention aimed at developing an LGBT+ inclusive classroom that will endeavour to provide a neutral and safe environment for every student.

3. PRESENTATION OF THE EDUCATIONAL INTERVENTION PROPOSAL

In the first place, I consider appropriate to present such a course of action, given that, unfortunately, notwithstanding its significance, the topic happens to be innovative in the current curriculum of the Spanish educational system.

The present innovative project consists in the realization of a workshop that addresses LGBT+ issues in the EFL classroom under the cross curricular subject of the education in human values. The proposal is spread out during the

whole academic year, even though only 10 entire workshop sessions will be carried out, to which work outside the classroom should be added.

In every moment, I have been in touch with Gehitu association, as it collaborates annually with different Basque High Schools organising talks, workshops and conducting surveys among students. I considered important to have them as a guide in order to select the right materials and strategies for use with the young students and to meet their needs properly.

3.1. Methodology

The methodology I will implement in this didactic innovation proposal will be a compendium of different approaches and learning methods that would be combined in a necessarily eclectic action plan. This is justified by the very broad scope of the objectives set in the guidelines, the heterogeneity of the programmed activities and the subject matter itself. Besides, it is important to highlight that a proper attention to diversity requires a wider methodological plan.

In the first place, considering that the issue at hand is particularly a very sensitive subject and that the diversity of needs and abilities from one group to another will drastically vary, it will be fundamental to take into account the cultural and social contexts and to consider the particular characteristics of the group when selecting the appropriate strategies; given that students' needs will not be the same in rural or urban areas, or if students' cultural background differs from the culture of origin.

Responsible teaching about homosexuality is especially important to meet the needs of young people who may be growing up as LGBT+. Needless to say, it is necessary that the instructor shows an open and conversational attitude with the intervention group and uses a language which is the product of a consensus that contains respectful concepts and adequate approaches towards the LGBT+ collective. The fact of implementing this educational proposal in the Basque Country allows us to benefit from using trainers from Gehitu association who have arts and issue-based expertise. Apart from students, they can also instruct teachers who have not received a proper training in LGBT+ issues.

Even if the following intervention proposal has been designed employing several teaching methods and approaches, the task-based approach has been the prevailing, and from which the sequences have been programmed.

According to Elena Soto (2012) this is an approach of instruction in the field of language acquisition and its structure is formed by three kinds of activities:

- The activities: they have not a specific meaning but they provide the student with the knowledge that she/he is going to need for the subtasks.
- The subtasks: these have a specific meaning and the students have to create something. They support the final task.
- The final task: it is the most important one; the most complex of all and it uses the knowledge and productions of the students in order to produce something that joins the work of the subtasks.

It is also remarkable to mention that the task based approach will be combined with the communicative language teaching approach, based on the idea that learning a language successfully comes through having to communicate real meaning. The main objective is to create real communicative situations in the foreign language, while they leave aside the concern of making any mistakes. Thereby, by putting into practice cooperative learning techniques, the sessions will be organized as a setting for communicative activities that will seek for students participation and action in a more cooperative way rather than competitive.

Regarding the role of the instructor or teacher, she/he will serve as a guide whose main objective will be to adapt and personalise the teaching to the different learning rhythms of each student. The instructor will have a secondary role and her/his interventions will gradually decrease to allow students' autonomy and critical thinking skills increment.

It is worth mentioning that the aforementioned methodologies do not dismiss the occasional use of other approaches depending on issues or learning needs that could arise when implementing the project.

Finally, in some isolated cases the inductive methodology Flipped Classroom will be also employed, so that students are introduced to content at home, and practice working through it at school.

3.2. Context and participants

The fictional context proposed for the practical implementation of the project reflects the one where my internship took place: Kurtzebarri High School. My internship period was performed in lower secondary E.S.O. courses, 1st and 2nd. For this reason, and as I think that the awareness and learning process should be set from early stages, it has been decided to implement this hypothetical project in the 1st course of E.S.O. of Kurtzebarri High School, more precisely in the group 1st A. Notwithstanding, due to its characteristics, it could be extrapolated and applied to higher courses of E.S.O. and even at Baccalaureate, by modifying the activities, materials and curricular objectives.

General characteristics of the centre:

- Public secondary school located in the town centre of the industrial town of Aretxabaleta, Guipúzcoa.
- The building is new, modern and equipped with the latest technology and resources. However, due to the increased demand for enrolments, the centre has space problems and lack of resources.
- The sociocultural and economic level of the student body is heterogeneous; the majority proceeds from middle class families.
- The number of foreign students has increased in the last few years. There is a high presence of foreign students coming from: Morocco, South America, Rumania and Pakistan. The number of foreign students decreases in upper secondary courses.

General characteristics of the group:

The group 1st A is composed by 20 students which are divided equally into the same number of boys and girls. There are a total of three foreign students in this group: two of them came from Morocco years ago and are capable of speaking fluently Spanish and Basque, therefore they do not have any language or adjustments problems within the classroom. Nevertheless, the other student is part of a curricular adaptation program, as he recently came from Pakistan and needs scholastics reinforcement. There is another student

with ADHD who is also part of the specific remedial schooling and extracurricular educational activities program.

The English level of the group is not very high. Broadly speaking, there is a lack of basic grammar knowledge and vocabulary. Regarding their learning capacity and performance, although they individually have different learning paces, it is not a high performance group. Even though most of them do not show comprehension difficulties, several students are not capable of expressing clearly when taking part in activities or formulating questions in English. On this basis I believe that their communicative skills will improve and they will benefit from being part of this workshop.

In terms of behaviour and conduct, although there are certain disperse students that show concentration and attention difficulties, the vast majority presents a proper behaviour towards the teacher and classmates, being respectful, responsible, attentive and participative.

My decision to select this group was motivated by the heterogeneity and cultural diversity of the class, since it can be nurturing to foster different cultural points of view during the activities. Besides, I believe that, given its characteristics, this group will perfectly adjust to my workshop proposal.

What is more, the fact of being the tutor of this group allows me to draw on the tutorial class once a week in order to keep on completing unfinished activities or class discussion.

3.3. General objectives

My innovative proposal focuses on the potentiation of basic competences; to reach that purpose, I have established certain objectives that have been extracted from two Secondary Curriculum documents, the BOE and the BOPV. I have thought it appropriate to gather objectives exposed in both legislative documents, at national as well as at autonomous community level, in order to ensure the legitimacy of an innovative project that will be implemented during 10 sessions of an academic year.

Notwithstanding, as it has been concluded in the theoretical framework, the Spanish educational system does not address sexual diversity naturally, consequently, the attention to diversity requires a wider methodological plan.

For this reason, given that the objectives exposed in the legislative documents that focus in the attention diversity are scarce and most of them do not consider sexual affective diversity, I propose a section with specific objectives that focus directly on the subject matter.

General and linguistic objectives extracted from the Secondary Curriculum documents: BOE (*Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*) and BOPV (*Decreto 236/2015, de 22 de diciembre, por el que se establece el currículo de Educación Básica y se implanta en la Comunidad Autónoma del País Vasco*), which establishes the Secondary Education Curriculum of the Autonomous Community of the Basque Country:

- *Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.*
- *Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.*
- *Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.*
- *Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.*
- *Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una*

preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.

- *Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.*
- *Comprender y expresar con corrección, oralmente y por escrito.*
- *Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad.*
- *Comprender y valorar con actitud crítica, textos orales, escritos y audiovisuales, tanto analógicos como digitales, procedentes de distintos ámbitos, para alcanzar metas personales, sociales o académicas.*
- *Producir textos orales, escritos y audiovisuales, propios de ámbitos personales, sociales o académicos, para responder eficazmente a diferentes necesidades comunicativas.*
- *Reconocer y valorar la diversidad lingüística y cultural presente en nuestra sociedad para desarrollar una actitud positiva hacia dicha diversidad.*
- *Utilizar la lengua extranjera para descubrir otras realidades y otras culturas mostrando una actitud positiva de comprensión, respeto y colaboración.*
- *Utilizar, de manera guiada, las tecnologías de la información y la comunicación para obtener información, comunicarse y cooperar en la lengua extranjera.*
- *Iniciar la reflexión sobre los propios procesos de aprendizaje para transferir los conocimientos y estrategias de comunicación adquiridos en otras lenguas y fomentar la autorregulación.*

Objectives focused in the attention to sexual affective diversity:

- *Learn the primary conceptual models to understand the LGBT+ identity development.*
- *Support challenges to verbal bullying and enable students to see why homophobic insults are not acceptable.*

- Educate students about the effects of prejudice and stereotyping.
- Help students have a better understanding of LGBT+ people and their historic contributions.
- Encourage students to question stereotypes about LGBT+ people and promote acceptance.
- Make the classroom a safe, respectful and inclusive learning space for all the students.
- Offer current knowledge to young people about human sexuality, and the reality of LGBT+ people.
- Facilitate changes in the students' behaviour and attitudes for a positive approach of the sexual diversity.
- Contribute to a broader educative framework that promotes values such as tolerance, respect and freedom.
- Be able to identify elements of discrimination to avoid them, adopt measures to ensure the equality of all citizens and combat all forms of discrimination.
- Learn and be able to use correctly the typology regarding the LGBT+ collective.
- Help to eliminate heterosexist attitudes.

3.4. Competences

Competences, as understood by the European Union and the Spanish LOMCE (*Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*), can be described as the application of both theoretical and practical knowledge to environments outside the academic context. The basic competences established for Spain, based on the recommendations of the European Parliament identify seven areas of knowledge and experience that are functional in nature and must be developed in a rigorous way in line with the specific contents of our area. In this way, I will reach the goal of developing students' life-long learning and helping them become active citizens.

The main competences that will be developed and fostered with the implementation of my innovative proposal are the following:

1. Competence in Linguistic Communication (C1)

This competence is the result of the communicative action within particular social practices, in which the individual interacts with other interlocutors orally and through texts in multiple modalities and formats. It involves the ability to express and interpret concepts, thoughts, facts and opinions in a command of written and oral language. Directly or indirectly, as it is stated in the Secondary Curriculum (in the BOE as well as in the BOPV), this is not only a basic and key competence in the English subject, but it is also essential in any teaching-learning process, and therefore should be considered in every teaching method, regardless the subject matter.

This competence will be fostered in every single session, since language will be the main communication tool employed as a means of oral and written communication and for self-regulation of thinking, emotions and behaviour. In this sense language will contribute to the development of a positive self-image and forge a constructive relationship with others and with the environment.

2. Digital Competence (C3)

This project will also try to enhance students' digital competence by the alternative use of ICTs and tools provided by the Internet. As a significant proportion of the activities and tasks will involve the use of laptops and free software applications, students will learn to search for, obtain, process and communicate information and transform it into knowledge. Furthermore, the final task, being the central axis of the project, will also be virtual. Thanks to its completion, students will efficiently use technological resources to solve problems, keeping a critical and reflective attitude when evaluating the available information.

3. Learning to Learn (C4)

As students immerse in the field of inquiry, they will progressively take the leading role of the innovation project, start learning autonomously, looking for and finding answers in a rational manner and be motivated to use different

methodologies to find them. They will also be able to organise their own learning and an efficient use of intellectual resources and techniques that will help them overcome future academic challenges.

4. Social and Civic Competence (C5)

This competence, in contrast with the rest, will be addressed throughout the whole workshop. In fact the significance and relevance that the social and civic competence has in the field of the education was the main motivation to initiate this project. The development of this competence will lead to enable students to be members of the society they are living in, understand how it functions and play a part in an ever more diverse social intercourse. Given that one of the main objectives of our project is that students are capable of putting themselves in the place of others, accepting differences, being tolerant and respecting diversity, the acquisition of this competence will facilitate peaceful coexistence, relationships, respect and tolerance. Students will be competent to understand the social situation we live in and to respond to conflicts with ethical values, exercising with solidarity and responsibility the rights and obligations we have as citizens.

5. Sense of Initiative and Entrepreneurship (C6)

The activities and tasks proposed in this project are designed in order not to result extremely normative for the students: in this proposal, the linguistic objective remains in the background and students' criterion acquires a more relevant role. Despite most of the tasks proposed in the workshop enhance collaborative and cooperative work, aspects such as creativity, innovation, responsibility and a critical approach in the development of individual projects will be also of great importance. In this way, students will be able to make choices following their own criteria, carrying out the initiatives necessary to develop their choice and taking responsibility for their own decisions.

3.5. Contents

As it will be carried out in the foreign language classroom, the implementation of this innovative project will not only lead to a higher acceptance and tolerance towards diversity among students, but also, to the acquisition of certain linguistic objectives that have been extracted from the aforementioned Secondary Curriculum documents: BOE (*Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*) and BOPV (*Decreto 236/2015, de 22 de diciembre, por el que se establece el currículo de Educación Básica y se implanta en la Comunidad Autónoma del País Vasco*), which establishes the Secondary Education Curriculum of the Autonomous Community of the Basque Country:

MODULE I. LISTENING COMPREHENSION

- *Formulación de hipótesis sobre contenido y contexto.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión del conocimiento, la certeza, la duda y la conjetura.*
- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*

MODULE II. SPEAKING, EXPRESSION AND INTERACTION

- *Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.*
- *Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.*
- *Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.*

- *Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).*
- *Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales.*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.*

MODULE III. READING COMPREHENSION

- *Identificación del tipo textual, adaptando la comprensión al mismo.*
- *Distinción de tipos de comprensión (sentido general, información esencial, puntos principales).*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.*
- *Reconocer las principales convenciones ortográficas, tipográficas y de puntuación.*

MODULE IV. WRITING, EXPRESSION AND INTERACTION

- *Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.*
- *Conocer y aplicar estrategias adecuadas para elaborar textos escritos breves y de estructura simple, p. e. copiando formatos, fórmulas y modelos convencionales propios de cada tipo de texto.*
- *Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales, respetando las normas de cortesía más importantes en los contextos respectivos.*

3.6. Timing

The sessions have been divided according to Kurtzebarri High School's academic year 2017-2018 (appendix I). Furthermore, before designing the workshop, the sessions as well as the content and activities have been planned thoroughly with the help of an expert from Gehitu who is trained in LGBT+ issues and has guided me through the whole process. Additionally, provided this project is carried forward, I would count on this association's assistance during its course and teaching of the sessions.

The activities as well as the topic of each session and term have not been selected randomly. Since this workshop is intended to be conducted throughout the whole academic year, the main purpose of the first two terms is that students acquire knowledge, break down with their stereotypes and prejudices and become sensitive with the topic in question. For this reason, once students are trained enough and are able to implement their previous knowledge, the third term will be dedicated to designing the final project, which will consist of a magazine about LGBT+ issues that will be divided in different sections and distributed among all the students and teachers of the centre. Therefore, this workshop will be organized and divided as follows:

| TERMS | SESSIONS |
|---|---|
| 1st Term: Breaking prejudice | <ul style="list-style-type: none"> ➤ Session I (September 22): Word power, stereotypes, myths & LGBT history ➤ Session II (October 20): Famous LGBT+ personalities ➤ Session III (November 17): Famous LGBT+ personalities (II) |
| 2nd Term: Standing on the other side | <ul style="list-style-type: none"> ➤ Session IV (December 15): Homophobia ➤ Session V (January 19): Homophobia (II) ➤ Session VI (February 16): Modern Family ➤ Session VII (March 16): Is it a crime to be gay? |
| 3rd Term: Spreading awareness (final project) | <ul style="list-style-type: none"> ➤ Session VIII (April 20): "From closet to classroom" ➤ Session IX (May 18): "From closet to classroom" ➤ Session X (June 18): "From closet to classroom" |

Table 2.- Temporal and thematic distribution of the workshop sessions.

3.7. Activities and materials

3.7.1. 1st Term activities: *Breaking prejudice*

In the 1st term different activities with which students will get familiarised with the topic are proposed. The subtopics of each session are intended to raise students' awareness, as well as to break down with the prejudices and misinformation about LGBT+ people they might have.

Session I: Word power, stereotypes, myths & LGBT+ history

Objectives:

- To learn terms and definitions relevant to the cultural identities and lived experiences of LGBT+ people.
- To gain a common language set to further discussion of building cultural competency.
- To provide an opportunity for participants to dig into some of the more nuanced definitions used in the LGBT+ community.
- To emphasize how powerful language is.
- Clear up any misconceptions or questions about terminology or common phrases.
- Increase their awareness of stereotypes about lesbian gay bisexual and transgender people.
- To dispel students stereotypes and misinformation about LGBT+ people.

Description of the activities:

➤ **GLOSSARY (20'):**

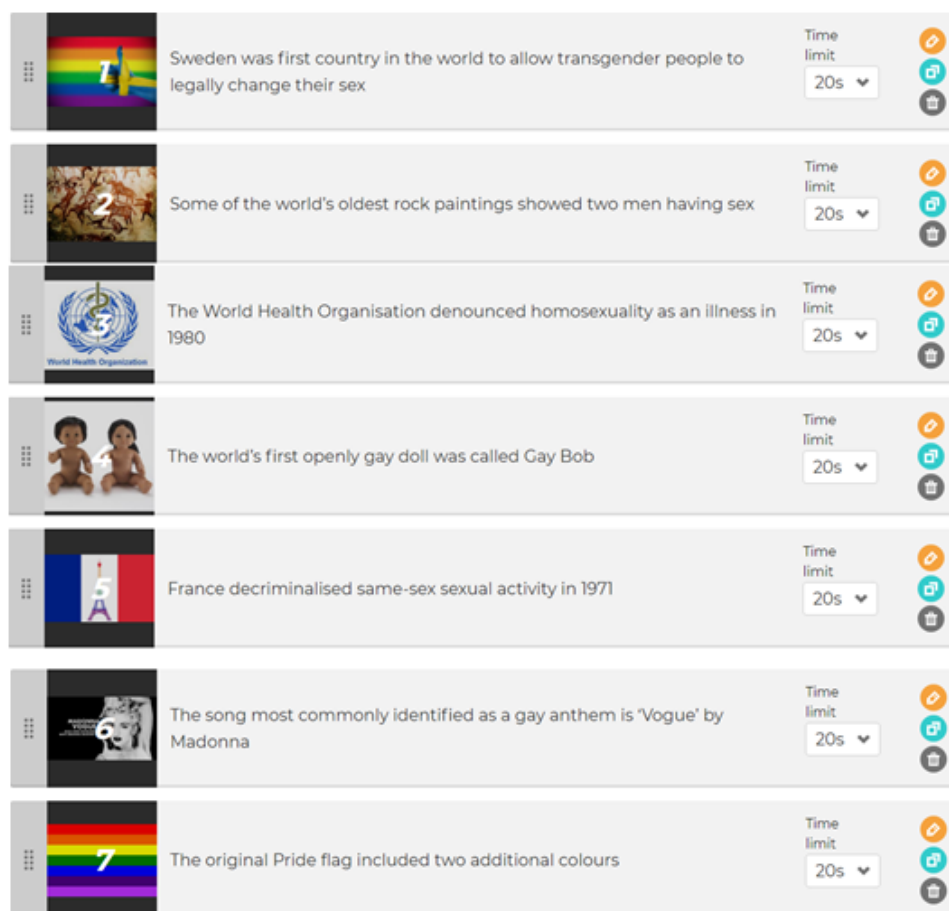
Each student receives a pre-printed card that contains either a term or a definition related to LGBT+ terminology (nongender, Cisgender, Coming out, gender identity, etc.). The goal of the activity is to match each definition from the right side with the correct word on the left side. Therefore, students who have terms will be placed on the left and the ones having definitions on the right side of the classroom. They will be told that each person in the line to the left has a card with a term on it and each person in the line to the right has a card with a definition on it. Once the definitions are read, the students from the left side who think they have the correct term will hold up their card and then read it out loud. A verification will be done to make sure that a correct match has been made, if the match is not correct, other students who think they have the correct term will have to step forward. We may have the definition read again if necessary, until we get a correct match. Once a correct match is made, we will move on to a new definition and a new term.

➤ **STEREOTYPES (20'):**

Students will form groups of four to five each. Each group will be asked to brainstorm all the words they think about when they imagine LGBT+ people. They will have to create a list on a piece of paper and afterwards record it on the board. In the last minutes of the activity we will review and discuss how stereotypes are incorrect and hurtful to LGBT+ people and their families.

➤ **MYTHS AND HISTORICAL FACTS (15'):**

Students will put into practice their LGBT+ knowledge through a true or false Kahoot quiz where they will have to answer the following questions:



➤ **LANGUAGE SURVEY (HW):**

In this activity, students will investigate the power of words by carrying out their own research and critically evaluating language that is used from different perspectives. Over a period of one month, until the next session, students will keep their own diaries and note words, phrases and conversations that they hear/encounter about sexuality. Their data should record the situation, the apparent intention of the speaker and the context in which the words were used.

Their record should be anonymous – nobody’s names should be used – but the approximate age and occupation (if adults) of those involved could be noted. The record should aim at accurate reporting, so notes should be made as soon after the conversation as possible. Students should try to answer the following questions:

What do your results reveal? What words and phrases were most commonly used? Were the words used in a positive way to praise or celebrate someone or something, or used neutrally without placing any value, or in a negative way aiming to demonise or hurt someone? Were the words used about a person, or about a thing or an abstract idea? What was the probable intention of the speaker?

(Once finished, students will have to send their main findings to their teacher by email).

Material:

- Pre-printed cards with terms and definitions (Glossary).
- Laptops to perform the Kahoot quiz (Myths and historical facts).

Session II: Influential LGBT+ personalities

Objectives:

- Increase students’ awareness of LGBT+ people and their civil rights struggle.
- To raise students’ awareness of LGBT+ people and the contributions they made in the history.

Description of the activities:

➤ **LANGUAGE SURVEY (CORRECTION & DISCUSSION) (15’):**

The first minutes of the session will be devoted to analysing and discussing the data collected regarding the power of words that students have gathered during the last month.

➤ **TIMELINE (40’):**

Around the world across the centuries, homosexuals and bisexuals have made extraordinary contributions to culture, knowledge and discovery. Here is a list of distinguished figures that are believed to have been gay, lesbian or bisexual.

- | | |
|-----------------------------------|---|
| 1. Czar Alexander I of Russia | 18. Plato |
| 2. Alexander the Great of Macedon | 19. Yves Saint Laurent |
| 3. Pedro Almodóvar | 20. Sappho |
| 4. Hans Christian Andersen | 21. Socrates |
| 5. Giorgio Armani | 22. Walt Whitman |
| 6. Lord Byron | 23. Oscar Wilde |
| 7. James Dean | 24. Tennessee Williams |
| 8. Rock Hudson | 25. Virginia Woolf |
| 9. King Edward II of England | 26. Drew Barrymore (<i>considers herself bisexual</i>) |
| 10. Elton John | 27. T. E. Lawrence (Lawrence of Arabia) (<i>some ambiguity</i>) |
| 11. Billie Jean King | 28. John Maynard Keynes (<i>some ambiguity</i>) |
| 12. Leonardo da Vinci | 29. King Richard the Lionheart (<i>no consensus</i>) |
| 13. Federico Garcia Lorca | 30. Sir Francis Bacon |
| 14. Freddie Mercury | |
| 15. George Michael | |
| 16. Michelangelo (Buonarotti) | |
| 17. Martina Navratilova | |

This list of names will be divided among groups of students. Each group will be invited to search on the Internet or in the library or in encyclopaedias to find a picture of one of their personalities and information about their lives: where they are from, their dates, and their contribution. If possible they should include an actual quotation from them or the name of something that they have made. In the last part of the session, all students should line their personalities up in chronological order on a timeline. (Students may suggest many other personalities as well).

Material:

- List of names.
- Big template to create the timeline.

Session III: Influential LGBT+ personalities II

Description of the activities:

➤ **MAKING A POSTER (55'):**

Each group will have to make an A2 sized poster of one of their personalities and prepare a five-minute presentation to the rest of the class about their contribution to the world. These posters will be hung in the High School's corridors so that the rest of the students as well as the teachers can enjoy them. Students will have to perform their oral presentations in one of the following programs: Infogram, Genially, Canva or Prezi.

Material:

- A2 sized papers.

3.7.2. 2nd Term activities: Standing on the other side

Once students have acquired the theory and fundamentals of the topic and reach the objectives proposed for each activity, I believe that their tolerance and acceptance towards the subject will be greater. Hence, on the basis of that knowledge and taking the advantage that students are prepared to deal with deeper topics, the 2nd term will be devoted to dealing principally with topics that intend to change students' behaviour and promote respect within the classroom by means of activities with which they will experience what LGBT+ students feel in tough situations and the discrimination they face in their daily lives.

Session IV: Homophobia

Objectives:

- To provide students with knowledge about the incidence and effects of homophobia on schools and in communities.
- To help students recognize homophobia or prejudicial practices on their schools and communities.
- To help students to create solutions to counter homophobia.

Description of the activities:

➤ **DEFINING THE CONCEPT (10'):**

Students will be divided into groups of 3-5 (or pairs if working with a smaller group), and they will be asked to write a short definition of “homophobia”. After completing their definition, students will write them in the blackboard and come to agreement on a class definition.

➤ **STATISTICS (15'):**

This activity will begin by writing the following statistics on flip chart paper for the entire group to see:

28%
80%
4x
7x
50%
26x
75%

The students will have a moment to read all of them. Afterwards, they will be asked what they think these numbers might represent among gay youth. If a student happens to guess correctly for a statistic, it will be circled and explained. If not, after a few moments of guessing, each statistic will be briefly explained:

28%

28% of glbt youth drop out of high school because of feeling unsafe.

80%

80% of all anti- gay violence goes unreported by the victim for fear of being "outed."

4x

Glbt youth are 4x more likely to commit suicide than heterosexual youth. Suicide is the leading cause of death among glbt youth.

7x

Glbt persons are 7x more likely to be a victim of a hate crime than heterosexuals.

50%

50% of national youth servicing organizations report that they do not have the services in place to educate youth on sexual orientation or to support gay and lesbian youth.

26

Glbt high school students report hearing anti-gay slurs as often as 26 times a day.

75%

75% of people committing hate crimes are under age 30; and 1 in 3 are under 18. Some of the most pervasive anti-gay violence occurs in schools.

The teacher should explain that these are only a few insights into a culture that has been affected by homophobic acts and a society that is heterosexist in nature. Finally, a question for discussion for the remaining time can be posed:

What other ways does homophobia affect individuals?

➤ **ADDRESSING HOMOPHOBIA (30'):**

As the final exercise of this session, participants will work in groups helping each other develop plans to address homophobia on their school, as well as in their organizations and communities. The teacher or the Gehitu instructor will begin by explaining that one thing that helps people develop more positive opinions of LGBT+ persons is actually knowing LGBT+ individuals (like friends, family, acquaintances, etc.). Another is through the establishment of dialogue concerning LGBT+ persons and other issues stemming from these persons.

In order to complete this activity that promotes collaborative work, students will have about 5 minutes to jot down answers to the question. After five minutes, each student will join with the 2 people in the class they haven't worked with and discuss their ideas. They should develop a list of the top 5 suggestions between the 3 of them. Each group will be then told to join with another group in order to discuss and develop another top 5 list. The groups will

be kept joining until there are 2 large groups with 5 ideas apiece. Now both groups will join and will have to develop a final list of 5-10 suggestions. They should present their final list to the teacher or instructor.

At the end of the activity the instructor will explain that it is now their responsibility to initiate at least one of these ideas on their school, organizations and communities.

Material:

- Flip chart papers.
- A large classroom to work in groups.

Session V: Homophobia II

Objectives:

- Allow spontaneous expression of feelings about homosexuality.
- Address internalized homophobia.

Description of the activities:

➤ **SARA'S STORY & HELP I'M BEING BULLIED (25'):**

Students will have to read two stories about two youngsters who are being bullied due to their sexual orientation in school. Once finished, they will discuss the statements from the story in groups of 3-5 students while the instructor takes notes and observes their different opinions (appendix II).

➤ **WHAT IF... (30'):**

The following activity intends to allow spontaneous expression of feelings about homosexuality. The exercise consists of the following: students will be given 10 sentences (appendix III) with the *if clause* of a second conditional sentence:

As a parent, if I found out my child were taught by a gay teacher, I would...

They will have to complete the *result clause* of the sentences using the correct grammatical form and providing a personal, individual and honest reflection.

(It is of the utmost importance that students complete this exercise individually and once finished hand it over so that the teacher corrects and analyses the students' viewpoints).

Material:

- Photocopies of the stories: Sara's story & help I'm being bullied (appendix II).
- Photocopies with the conditional sentences (appendix III).

Session VI: Modern Family

In this session we will be studying the various kinds of families that exist in our own communities, states, nation, and world. The basic structure of the family has changed drastically throughout the years. Some examples of the families that now exist are: traditional families, single parent families, cultural families, multi-generational families, mixed families, and same-sex parent families. Diversity is present in every individual and in every family. Children and adults need to understand and learn to respect and tolerate this diversity. For this purpose, I believe that this session is highly beneficial, if not absolutely necessary for students.

Before teaching this session teachers will need to have background information about families and the concepts that they are going to teach. Teachers will need to understand that families are diverse and that the structures of families have changed in recent years. They should also be non-biased about the different types of families and be knowledgeable about the fact that there are many types of families

Objectives:

- To gain an understanding of the different structures of families and the diversity and cultural differences found within families.

- Be aware that their classmates may come from a variety of family backgrounds including same-sex families, single parent families, grandparent-led families, foster families, adoptive families, as well as many others.

Description of the activities:

➤ **VIDEO (20'):**

In order to see how different families are, students will watch a 20 minute episode of the famous TV show Modern Family. This comedy series shows different and unconventional family models: Phil and Claire have three children. Claire's dad, Jay, and his Latina wife, Gloria, are raising two sons together, but people sometimes believe Jay to be Gloria's father. Jay's gay son, Mitchell, and his partner, Cameron, have adopted a little Asian girl, completing one big straight, gay, multicultural, traditional happy family.

In order to get to know the characters and different families, students will watch the first episode (in original version) where Jay's family tries to function despite the age difference between himself and his second wife, Gloria and Mitchell tries to hide the fact that he and his partner Cameron have just adopted a baby daughter in Vietnam from his family.

After watching the episode student will move to the next activity which consists in reflecting upon the concept of the family.

➤ **REFLECTION UPON FAMILY (15'):**

MODERN FAMILY

- ❖ Can you identify specific similarities and differences between these families and yours?
- ❖ What is your definition of family? Write it. Join with a partner and create a pair definition. Join another pair and come up with a group definition. As a class group agree on a definition of family.
- ❖ Do all families have children?
- ❖ What is the family structure often referred to as 'traditional' and the roles associated with it?

➤ **FAMILY RIGHTS CHARTER (20'):**

In groups of 4-5, students will have to create a 'Family Rights Charter', a list of things that all families are entitled to.

All families should have the right to...

Material:

- Modern Family episode.
- After watching worksheets with questions.
- A cardboard per group to create the 'Family Rights Charter'.

Session VII: Is it a crime to be gay?

Objectives:

- Gain tolerance, acceptance and empathy when talking about LGBT+ issues.
- Develop students' ability to express their opinions in a non-offensive and more respectful way.
- Provide an overall view of the legislation, so that students see how much more still needs to be done.

Description of the activities:

- **BOLDOVIA (45'):**

Students will be asked to read the handout describing the background situation in 'Boldovia' (appendix IV).

The class will be divided into small groups. One group will be appointed to be the Committee. Other groups are given the role-play cards (appendix V). They will have to prepare their testimony to present to the Committee. After they have heard all the testimonies the Committee will debate and agree its recommendations.

➤ **LGBT+ RIGHTS MAP (15'):**

For this activity students will be given a list of countries where gay marriage is legal (green) and a list of countries with anti-homosexual laws (red). To complete the activity they will have to place the countries in the map and colour them with the colours provided in the map key (appendix VI).

Material:

- Handouts describing the background situation in 'Boldovia' (appendix IV).
- The role-play cards (appendix V).
- Worksheets with the map and list of countries (appendix VI).

3.7.3. 3rd Term activities: Final project

The three last sessions are the core part of the workshop. The idea is that students work autonomously, without using the instructor's or teacher's help so frequently in order to elaborate a LGBT+ magazine called "From closet to classroom". This magazine that will serve as a global project, will be divided into different parts and topics that have already come up during previous sessions, so that students can implement their background knowledge when elaborating it. Furthermore, in order to go beyond and spread awareness in a greater level, it will be distributed among the rest of the students and teachers the last day of lessons. Apart from distributing paper copies of the magazine, it will be digitally uploaded to the school webpage so that parents, former and new students can also read it.

In order to do so, as it has been previously clarified, the magazine will be divided into different sections and each group composed by 4-5 students will take charge of one or two, depending on the level of difficulty and extension of each.

Sessions VIII, IX & X: Spreading awareness

Objectives:

- Raise awareness in a larger scale.
- Provide a neutral and safe environment for every student and teacher in the centre.
- Have more accurate perceptions of the LGBT+ population.
- Spread more positive and supportive attitudes towards homosexuality.

Sections of the magazine:

- Cover page: with the name of the magazine “From closet to classroom”.
- Index: to present chronologically the sections of which the magazine is composed.
- Glossary: it is understood that as the rest of students of the centre, as well as teachers do not have received a proper training in LGBT+ issues they may need some guidance before reading the magazine. For this reason, a glossary with terms that should be clarified and explained beforehand will be elaborated.
- Myths, curiosities and urban legends: this section will be devoted to talking about myths, curiosities and urban legends regarding homosexuality in order to dispel readers’ prejudice and show them a real image of the collective.
- Celebrities: as it was done during the workshop and as I think that teenagers may find it appealing, students will present 2-3 biographies about LGBT+ contemporary celebrities that serve as role models.
- Interview: this section will show a real interview with an openly LGBT+ person that the group of students know: teacher, family members, friends... Understandably, it should be carried out with the consent of the interviewee and in a respectful way.

- Games and quizzes: a quiz, an alphabet soup and a crossword with LGBT+ terminology and personalities will compose this section. The key will be provided in the following page.
- You are not alone: I believe that this project will reach many students, therefore, I consider that as many of them will be still in the closet and some, unfortunately, going through a difficult time, it is fundamental that we dedicate a section to provide names and numbers of LGBT+ associations that could help those students or teachers belonging to the collective.

Material:

- Laptops and access to the internet.
- Previous activities as support material.

3.8. Assessment

With regard to the assessment, this will be continuous and formative, it is intended to give priority to the progress and daily work of the students more than to the final results. As stated previously, the main purpose is not to internalise curriculum theoretical contents, hence, no qualifying test or exam is envisaged.

Assessment tools, techniques and breakdown:

We have considered two types of assessment: a group assessment (final project) and individual assessment (portfolio and attitude). The rationale behind this choice is that it is also important that students receive individual feedback in particular, so that they improve their ability to develop their linguistic production and individual potential. Thus, two rubrics have been designed for this particular assessment, one for the group assessment and another one for the individual assessment.

- **Portfolio:** in the first session, the teacher will share an individual Dropbox folder with each student. After every session, monthly, students will have to upload their activities, tasks and final products to

their folders together with a personal and individual reflection about the subject matter they have been dealing with (stereotypes, famous personalities, homophobia, different families, legislation, etc.). Students will have two weeks deadline after every session to submit their task to the Dropbox folder. Any assignment submitted after this ample period will not be taken into account for the assessment. The portfolio will entail a 40 % of the total mark in the third semester (appendix VII).

- **Final Project:** the final project, “from closet to classroom” magazine, will also be assessed through a rubric and will entail a 40 % of the total mark in the third semester (appendix VIII). In this case, the assessment will not be individual and will take into account the whole group dynamic.
- **Attitude and behaviour:** every semester a 20 % of the final mark will be used to assess students’ active participation, attitude, behaviour and their involvement in activities and class discussion.

The assessment criteria and learning standards for assessment described by BOE (2015) and Penna (2012) have been considered as requirements. Briefly summarised, these are:

Assessment criteria:

- *Reconoce léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses.*
- *Incorpora a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales,*
- *Identifica la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal*
- *Muestra actitudes de respeto y comprensión ante la diversidad afectivo-sexual.*

- *Conoce aspectos básicos relacionados con la diversidad afectivo-sexual.*
- *No presupone una orientación heterosexual en las personas con las que trata.*
- *Emplea un vocabulario apropiado en relación a la diversidad afectivo-sexual.*
- *Valora la diversidad afectivo-sexual, entendiéndola como un factor de enriquecimiento y desarrollo social.*

Learning standards for assessment:

- *Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores.*
- *Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria.*
- *Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual.*
- *Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional, intercambiando información suficiente, expresando sus ideas sobre temas habituales.*
- *Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales.*
- *Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones.*

4. EXPECTED RESULTS AND DISCUSSION

By implementing this innovative proposal within the classroom and enabling a more inclusive curriculum, I expect to progressively obtain results in three different fields: linguistic results, modification in students' behaviour and changes in teachers' attitudes.

With reference to the first field, to the linguistic results, it has to be considered that in addition to learning about LGBT+ lives and issues, students are practising listening, note taking, discussing and writing. They are also practising the academic skills of critical listening, synthesizing information and ideas, formulating questions, expressing opinions, using acceptable forms of agreeing or disagreeing with others, and so on. Many of these skills are already major focuses in EFL classes, where concepts of audience, voice, thesis and support, countering opposing views, using persuasive strategies, and being aware of one's audience are all central. As Vandrick (2001) states teaching language with content, with consciousness and with conscience, students will not only make progress linguistically, but their attitude and motivation towards the English subject in general will also increase, thanks also to the workshop being designed in a non-traditional way, using different types of resources, and planning various types of tasks.

In addition to linguistic improvements, students will embrace more positive and supportive attitudes towards homosexuality and diversity in all its forms. They will also have more accurate perceptions of the LGBT+ population, a decreased tendency to perceive homosexuality as undesirable and a greater level of comfort with it, which will lead to create neutral and safer school environments for every student.

Finally, it is also expected that somehow this workshop will serve to overcome the lack of adequate education regarding sexual-affective diversity that teachers receive during their training. Teachers, with the help of an instructor, will also be knowledgeable about issues affecting LGBT+ youth, not only serve the needs of these students, but address and evaluate their personal feelings and opinions surrounding the topic as a whole. They will face their own fears and belief systems relating to the topics within the lives of LGBT+

students and respond in a manner which is supportive of individuality, and fostering respect for all students.

I am confident that this project is more than feasible, considering that it is well delimited within the Spanish Secondary Curriculum and the chosen methodology is the adequate one. Nevertheless, the only disadvantage worth mentioning is the time constraints to develop the ten full sessions together with the final project, since the available timing is limited and quite inflexible. However, as stated previously, I have tried to be realistic and the fact of being the tutor of the group allows me to draw on the tutorial class once a week in order to keep on completing unfinished activities or class discussion, which will remedy the problem.

All in all, through this project, teachers will play an important role that will be linked to feelings of security, less truancy cases, better grades and future educational pursuits and a greater sense of belonging. This proposal will lead to an improvement in the collaborative and cooperative work among students and a healthier educational environment that will diminish the likelihood of one of the leading causes of death among teenagers: homophobic bullying.

In order to ensure the success of such formative actions and tackle the issue from a whole school approach, I highlight the necessity of counting on every single member involved in the educational system to contribute in a cooperative way and provide a quality education that meets the demands of the different realities of every student.

What is more, as the main goal of this project goes beyond the classroom it also considers the active participation of other educational agents such as family and members of society.

5. CONCLUSION

The realization of an innovative project is the perfect closure to complete the training process of future secondary teachers. After a whole academic year trying to analyse and understand the intricacies of the educational system and of the teaching learning process, it is fundamental to face such a challenge.

This project has allowed me to put into practice the knowledge and skills, theoretical as well as practical, that I have acquired during my master's degree. The generic subjects have been helpful to get to know the Spanish educational system and the sociocultural, politic and psychological context where the teaching learning process evolves. Nonetheless, they could have been more productive, since due to the large number of students in the group, most of the lessons were overwhelming and quite disperse. The specific subjects have been of great help regarding my speciality; I have acquired a lot of practical knowledge by observing my teachers performance and by implementing new tools and resources in the right circumstances.

Finally, I would like to mention some of the difficulties I have encountered during the planification and development of the current innovative project. In the first place, the lack of previous formal academic training in the field of pedagogy and didactic has caused me certain lack of reliance and self-confidence in many parts of the work. In the same way, the inexperience with a less systematic than a didactic unit programming has also been an obstacle, particularly when I had to adjust to reality and avoid being utopian.

To sum up, the confection of this project has been an enriching experience that has certainly trained me to be the kind of teacher I want to be: passionate, dynamic and capable of improvising and adapting to changing circumstances.

I am very proud to have been able to develop such a personal thesis, the idea for which had emerged from the very beginning when analysing the Spanish curriculum and the shortcomings in terms of the attention to sexual affective diversity it presents. Thus, if this proposal serves to make a single student's life easier or even change it, all the effort will have been worthwhile.

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APPENDIX

Appendix I

| KURTZEBARRI BHI - 2017 / 2018 IKASTURTEKO EGUTEGIA | | | | | | | IRAILA - SEPTIEMBRE | | | | | | |
|--|----|----|----|----|----|----|---------------------|----|----|----|----|----|----|
| Aurkezpena eta kurtso bukaera | | | | | | | Al | Ar | Az | Og | Or | Lr | Ig |
| Inauteriak | | | | | | | | | | | | 1 | 2 |
| Jaieguna | | | | | | | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Zubia | | | | | | | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | | | | | | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | | | | | | | 25 | 26 | 27 | 28 | 29 | 30 | |
| Aurrebaluazioak | | | | | | | Ohiko ebaluazioa | | | | | | |
| Ebaluazioak | | | | | | | Ezohiko azterketak | | | | | | |
| URRIA - OCTUBRE | | | | | | | AZAROA - NOVIEMBRE | | | | | | |
| Al | Ar | Az | Og | Or | Lr | Ig | Al | Ar | Az | Og | Or | Lr | Ig |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | |
| 30 | 31 | | | | | | | | | | | | |
| ABENDUA - DICIEMBRE | | | | | | | MARTXOA - MARZO | | | | | | |
| Al | Ar | Az | Og | Or | Lr | Ig | Al | Ar | Az | Og | Or | Lr | Ig |
| | | | | | | 1 | | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 26 | 27 | 28 | 29 | 30 | 31 | |
| URTARRILA - ENERO | | | | | | | OTSAILA - FEBRERO | | | | | | |
| Al | Ar | Az | Og | Or | Lr | Ig | Al | Ar | Az | Og | Or | Lr | Ig |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | 1 | 2 | 3 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | | | | |
| APIRILA - ABRIL | | | | | | | MAIATZA - MAYO | | | | | | |
| Al | Ar | Az | Og | Or | Lr | Ig | Al | Ar | Az | Og | Or | Lr | Ig |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | |
| 30 | | | | | | | | | | | | | |
| EKAINA - JUNIO | | | | | | | | | | | | | |
| Al | Ar | Az | Og | Or | Lr | Ig | | | | | | | |
| | | | | | | 1 | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | |

Sara's story

It was really difficult at school. Girls kept on asking me if I was a lesbian because I had short hair and wore DMs. One day I just said 'yes'. Rumours started spreading all over the school and within a couple of days it seemed that everyone knew. From then on my life was a misery – I was constantly bullied.

All the friends I had before wouldn't talk to me. I got really depressed and didn't want to go to school. I finally plucked up the courage to speak to a teacher who was really supportive.

Society encourages people to be anti-gay. It seems like there's this unwritten rule which says if you don't get married and have 2.4 children, then you're weird or abnormal. But loads of people don't live like that anymore. There are lots of different relationships nowadays.

A lot of straight girls assume that I fancy every girl I see. But they don't fancy every boy that walks down the street do they?

How much do you agree or disagree with the following statements from and about this story:

Agree a lot/Agree a bit/neither Agree or Disagree/Disagree a bit/Disagree a lot

- It seems like there's this unwritten rule which says that if you don't get married and have 2.4 children you're weird or abnormal.
- There are lots of different relationships nowadays.
- A lot of straight girls assume that lesbian girls fancy every girl they meet.
- Society encourages people to be anti-gay.
- Girls who have short hair and wear DMs can be stereotyped as lesbians.

Appendix III (Session V: Homophobia II)

Read the following sentences:

FIRST SENTENCE: As a parent, if I found out my child were taught by a gay teacher, I would...

SECOND SENTENCE: If a close friend of mine who I assumed was straight told me (s)he was gay, I would feel...

THIRD SENTENCE: When I think of two people of the same sex making love to each other I feel...

FOURTH SENTENCE: As a parent, if I learned my child was lesbian or gay, I would...

FIFTH SENTENCE: If someone of my own sex made a sexual advance to me, I would...

SIXTH SENTENCE: If I were attending a weekend conference and I found out my roommate was gay or lesbian, I would...

SEVENTH SENTENCE: When I think about children who are being raised by lesbian or gay couples, I feel...

EIGHTH SENTENCE: What I admire about gay people is...

NINTH SENTENCE: What I don't like about gay people is...

TENTH SENTENCE: Lesbian or gay people make me uncomfortable when...

Appendix IV (Session VII: Is it a crime to be gay?)

STUDENT INFORMATION

IS IT A CRIME TO BE GAY IN BOLDOVIA?

Background information on the situation in Boldovia today

You live in the newly democratic (imaginary) Eastern European state of Boldovia. After decades of totalitarian government, the country seeks to join the Council of Europe – the organisation of the European democracies that have more tolerant laws towards homosexuality than Boldovia. The Council of Europe will not consider closer political, economic and cultural ties with Boldovia until it decriminalises homosexuality.

The Boldovian government has appointed a Committee to review existing legislation. One of the most controversial laws under review is Section 8 of the Penal Code. This law condemns homosexuality as 'an abomination against nature'. The punishment for promoting homosexuality is two years in jail. The punishment for adults found guilty of involvement in homosexual acts is five years in jail. The uncorroborated testimony of a single person is enough to convict someone under the Act. Section 8 has been used to arrest and discredit many people in Boldovia who were not gay men or lesbians.

A Committee of six members of the Boldovian Parliament has been set up to take testimony from the public, and to recommend if Section 8 should be repealed and, if so, what the consequences might be. The committee will listen to representatives of:

- The Boldovian police
- The Boldovian Council for Civil Liberties
- The Boldovian Council of Faiths
- The Boldovian Brigade of Light for Family Values
- The Boldovian Institute for Social Research
- The Boldovian Medical Association
- The Boldovian Campaign for Homosexual Equality
- Amnesty International

Appendix V (Session VII: Is it a crime to be gay?)

ROLE CARD 1:

THE BOLDOVIAN POLICE

You represent the police force of Boldovia.

A survey of Boldovian police revealed the following, sometimes conflicting opinions:

- Most police do not like homosexuals or homosexuality.
- Some police are homosexuals. The illegality of homosexual acts gives rise to blackmail of those involved.
- Homosexual acts between consenting adults are victimless crimes.
- Given the increasing rate of violent crime in Boldovia, resources that are now being used to arrest and jail gays and lesbians could be better used elsewhere.
- Decriminalisation of homosexuality may lead to an increase in pornography and prostitution.
- The current high rate of violent attacks on lesbians and gay men would decrease if homosexuality were decriminalised.
- Police attitudes towards homosexuality would probably remain hostile even if Section 8 were abolished.

ROLE CARD 3:

THE BOLDOVIAN COUNCIL OF FAITHS

The Boldovian Council of Faiths speaks for all the main religious faiths in the country – Islamic, Jewish and all the main Christian churches, Orthodox, Catholic and Protestant.

The council contains a conservative element and a progressive element – both of whom are represented on the delegation. The council claims to speak for 60 per cent of the Boldovian population.

Some of your council's conservative members believe:

- Homosexuality is evil and unnatural.
- Holy scriptures condemn homosexual acts as a sin.
- AIDS is a divine punishment.
- The state should strengthen traditional morality.
- Your followers can be mobilised to pressure lawmakers against repealing Section 8.

Some of your council's liberal members believe:

- Homosexuals should receive support and not punishment.
- The laws against homosexuality should be abolished.
- State recognition of lesbian and gay marriages is 'going too far'.

ROLE CARD 2:

THE BOLDOVIAN COUNCIL FOR CIVIL LIBERTIES

You represent the newly established Boldovian Commission for Civil Liberties.

Human rights and civil liberty organisations in Boldovia and abroad believe that:

- Sexual minorities should have the right to expect complete equality under Boldovian law as do all other minorities.
- Sexual activity between consenting adults is a private matter and is not appropriate for state legislation.
- As Boldovia is now a signatory to the European Convention on Human Rights, it must respect the European Court of Human Rights, which has ruled that it is illegal for nations to criminalise homosexual relationships between consenting adults.

ROLE CARD 4:

THE BOLDOVIAN BRIGADE OF LIGHT FOR FAMILY VALUES

The brigade is a conservative group, small in number but very vocal, with some support in the new government and the media. You believe that:

- God ordained the natural order of things – men and women – Adam and Eve, not Adam and Adam.
- Homosexuality is a perversion and a mental illness.
- Homosexuals should be pitied and should receive treatment to try and cure them. This is best done in prison.
- No child will be safe from influence and abuse if lesbians and gay men are allowed to become teachers, parents, or youth workers.
- The traditional family unit is the only place to bring up children. The brigade will strongly resist any attempts by the government to broaden the definition of 'family'.

ROLE CARD 5:

BOLDOVIAN INSTITUTE FOR SOCIAL RESEARCH

You are a member of the state body that organises social research in Boldovia.

From your information you believe that:

- Approximately one Boldovian in 10 is a lesbian or a gay man – figures that reflect international statistics.
- Children suffer no harm from having a lesbian or gay parent.
- The current high rate of suicide among lesbians and gays would be reduced if homosexuality were decriminalised.

ROLE CARD 6:

BOLDOVIAN MEDICAL ASSOCIATION

The Boldovian Medical Association represents the doctors of Boldovia.

- Health care and health education should reach as much of the population as possible.
- It is impossible effectively to teach safe sex and HIV prevention without acknowledging the reality of homosexuality, and the widespread practice of same-sex relationships in Boldovia.
- More people would be tested for HIV infection if lesbian and gay relationships were not illegal.

ROLE CARD 7:

BOLDOVIAN CAMPAIGN FOR HOMOSEXUAL EQUALITY

You are members of the recently formed Boldovian Campaign for Homosexual Equality.

Some of your members are prominent Boldovian lesbians and gay men. You have gathered international support for your campaign for equal status and rights for lesbians and gays. The main points of your campaign are:

- Gay men and lesbians should be full citizens with equal protection under the law.
- All laws against homosexual acts among consenting adults and against the promotion of homosexuality should be abolished.
- Evidence does not support the argument that children suffer negatively from having lesbian or gay parents; on the contrary, most child sex abusers are heterosexual men. You therefore demand full parental rights for lesbians and gay men.
- Decriminalisation of homosexuality is not linked to an increase in prostitution and pornography, especially since the overwhelming majority of both pornography and prostitution is heterosexual.

Appendix VI (Session VII: Is it a crime to be gay?)

Colour the map using the information and colours provided below.



Countries where gay marriage is legal

Netherlands
Belgium
Canada
Spain
South Africa
Norway
Mexico
Sweden

Iceland
Portugal
Argentina
Denmark
Uruguay
New Zealand
France
Brazil

United Kingdom
Luxembourg
Finland
Ireland
United States
Colombia
Germany

Countries and independent political entities with anti-homosexuality laws

Algeria
Angola
Botswana
Burundi
Cameroon
Comoros
Egypt
Eritrea
Ethiopia
Gambia
Ghana
Guinea
Kenya
Liberia
Libya
Mauritania
Mauritius
Morocco
Namibia
Nigeria
Senegal
Sierra Leone
Somalia
South Sudan
Sudan
Swaziland
Tanzania
Togo
Tunisia

Bangladesh
Bhutan
Brunei
India
Iran
Iraq
Kuwait
Lebanon
Malaysia
Maldives
Myanmar
Oman
Pakistan
Palestine/Gaza Strip
Qatar
Saudi Arabia
Singapore
Uganda
Zambia
Zimbabwe

Antigua & Barbuda
Barbados
Dominica
Guyana
Jamaica
St Kitts & Nevis
St Lucia
Afghanistan
Sri Lanka
Syria
United Arab Emirates
Uzbekistan
Yemen

Appendix VII (Rubric for the portfolio)

| 40 % | Excellent (10-9) | Very good (8-7) | Good (6) | Sufficient (5) | Not enough (<5) |
|--|--|--|---|---|---|
| CONTENT 10 % | Consistent evidence of student projects, self-reflections and process. All the tasks and activities have been uploaded to the Dropbox folder | Consistent evidence of student projects, self-reflections and process. Many of the tasks and activities have been uploaded to the Dropbox folder | Evidence of student projects, self-reflections and process. Some of the tasks and activities have been uploaded to the Dropbox folder | Little evidence of student projects, self-reflections and process. Few of the tasks and activities have been uploaded to the Dropbox folder | No evidence of student projects, self-reflections and process. Almost none of the tasks and activities have been uploaded to the Dropbox folder |
| ORGANIZATION 10 % | Fluent expressions and ideas clearly stated/supported/well organized/logical sequencing/cohesion/high critical thinking skills | Expressions and ideas organized/quite cohesive/good critical thinking skills | Loosely organized/logical but incomplete sequencing/good critical thinking skills | Non-fluent/ ideas confused or disconnected/lack logical sequencing and development/poor critical thinking skills | Does not communicate/no organization or not enough to evaluate/no critical thinking skills |
| GRAMMATICAL RESOURCE 10 % | Maintains control of a wide range of grammatical forms | Maintains control of a range of grammatical forms | Shows a good degree of control of a range of simple and some complex grammatical forms | Shows a good degree of control of simple grammatical forms | Important grammatical mistakes |
| LEXICAL RESOURCE 10% | Uses a wide range of appropriate vocabulary to give and exchange views on LGBT+ topics | Uses a range of appropriate vocabulary to give and exchange views on LGBT+ topics | Uses appropriate vocabulary to give and exchange views on LGBT+ topics. | In general uses appropriate vocabulary to give and exchange views on LGBT+ topics. | Inadequate use of the vocabulary frequently. |

Appendix VIII (Rubric for the final project)

| 40 % | Excellent (10-9) | Very good (8-7) | Good (6) | Sufficient (5) | Not enough (<5) |
|--|---|---|--|--|---|
| CONTRIBUTIONS 10 % | Routinely provides useful ideas when participating in the group and in classroom discussion. | Usually provides useful ideas when participating in the group and class discussion. | Sometimes provides useful ideas when participating in the group and class discussion. | Rarely provides useful ideas when participating in the group and class discussion. | Never provides useful ideas when participating in the group and class discussion. |
| COLLABORATING 10 % | Almost always listens to, shares with and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares with and supports the efforts of others. | Often listens to, shares with and supports the efforts of others. | Rarely listens to, shares with and supports the efforts of others. | Never listens to, shares with and supports the efforts of others. |
| CREATIVITY & ORIGINALITY 10 % | The idea and approach of the final outcome is singular and unique | The idea and approach of the final outcome is singular but not unique | The idea and approach of the final outcome is similar to existing ones | The idea and approach of the final outcome is similar to existing ones | The idea and approach of the final outcome is a copy of others |
| GRAMMATICAL RESOURCE 10 % | Maintains control of a wide range of grammatical forms | Maintains control of a range of grammatical forms | Shows a good degree of control of a range of simple and some complex grammatical forms | Shows a good degree of control of simple grammatical forms | Important grammatical mistakes |